

# **School Administration Programs**

**2006-07**



## SCHOOL ADMINISTRATION PROGRAMS

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School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2006-07 academic year 17 institutions offered school administration programs. The institutions are:

Appalachian State University	NC State University
Campbell University	UNC - Chapel Hill
East Carolina University	UNC - Charlotte
Elizabeth City State University	UNC - Greensboro
Fayetteville State University	UNC - Pembroke
Gardner-Webb University	UNC - Wilmington
High Point University	Western Carolina University
NC A & T State University	Wingate University
NC Central University	

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### Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

### School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

**Table XVI** summarizes the Fall 2006 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The MAT scores are based on the new MAT scoring rubric that ranges from 200 – 600. The GRE scores reflect the combined Verbal and Quantitative scores (each can range from 200-800).

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**Table XVI: Enrollment in School Administration Programs  
Fall 2006**

<b>M=Minority, T=Total</b>	<b>Full-Time</b>				<b>Part-Time</b>			
	<b>Graduate</b>		<b>Licensure Only</b>		<b>Graduate</b>		<b>Licensure Only</b>	
	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>
Appalachian State University	13	56			8	60	4	24
Campbell University	6	34	1	4	5	23		1
East Carolina University					69	283		1
Elizabeth City State University					14	18		
Fayetteville State University	2	5			10	13		
Gardner-Webb University					164	553	45	83
High Point University	5	32	12	25				
NC A&T State University	2	4			16	16		
NC Central University	22	28	1	1				
NC State University	2	10			43	179		
UNC-Chapel Hill	50	115			1	1	4	5
UNC-Charlotte	13	39		1	4	45	14	37
UNC-Greensboro	31	66			11	37		
UNC-Pembroke			5	7	46	132	4	8
UNC-Wilmington	1	15		2	8	25	3	9
Western Carolina University		8		1	14	176		6
Wingate University	42	103						
<b>Totals:</b>	<b>176</b>	<b>459</b>	<b>19</b>	<b>41</b>	<b>405</b>	<b>1501</b>	<b>70</b>	<b>150</b>

**Table XVII: School Administration Program Admission Data**

	<b>MAT</b>	<b>GRE</b>	<b>GPA</b>
<b>State Averages</b>	<b>407</b>	<b>964</b>	<b>3.26</b>
Appalachian State University	412	908	3.31
Campbell University		862	3.49
East Carolina University	411	1,086	3.07
Elizabeth City State University	389		3.76
Fayetteville State University		*	3.36
Gardner-Webb University	409	1,207	3.12
High Point University	405	814	3.56
NC A&T State University		*	3.41
NC Central University			3.81
NC State University	414	968	
UNC-Chapel Hill	402	952	3.12
UNC-Charlotte	404	908	3.35
UNC-Greensboro		937	3.23
UNC-Pembroke	399		3.50
UNC-Wilmington	*	*	3.94
Western Carolina University		983	
Wingate University	401	*	3.46

\* Less than five students took the test. Results not reported.

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

To be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam. A score of 155 is required to pass the exam.

**Table XVIII** summarizes the performance of candidates on the SLLA exam.

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**Table XVIII: Performance of MSA Program Completers  
on the School Leaders Licensure Assessment**

	<b>Number Tested</b>	<b>Pass Rate</b>
<b>State-wide</b>	<b>497</b>	<b>100</b>
Appalachian State University	59	100
Campbell University	11	100
East Carolina University	45	100
Fayetteville State University	29	100
Gardner-Webb University	124	100
High Point University	5	100
NC A&T State University	5	100
NC Central University	19	100
NC State University	54	100
UNC-Chapel Hill	38	100
UNC-Charlotte	45	100
UNC-Greensboro	28	100
UNC-Pembroke	22	100
UNC-Wilmington	18	100
Western Carolina University	14	100

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the satisfaction with school administration programs of individuals who have completed the programs and their employers, a survey was distributed to recent school administration program completers employed in the public schools of North Carolina and their employers. Respondents were asked to rate their satisfaction with the program in general, their preparation to use technology to support the instructional program, their preparation in instructional leadership, and their preparation to assist teachers in meeting the needs of diverse learners.

On a 4.0 scale, ratings by program completers ranged from 3.29 (preparation to use technology) to 3.59 (overall program). Employer ratings ranged from 3.57 (diverse learners and instructional leadership) to 3.68 (overall program).

**Table XIX** summarizes the results of the survey of program completers and their employers.

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**Table XIX: School Administration Program Completer Survey Data**

<b>Satisfaction</b> C = Completer E = Employer	<b>Number Responding</b>		<b>Overall Quality</b>		<b>Technology</b>		<b>Instructional Leadership</b>		<b>Diverse Learners</b>	
	<b>C</b>	<b>E</b>	<b>C</b>	<b>E</b>	<b>C</b>	<b>E</b>	<b>C</b>	<b>E</b>	<b>C</b>	<b>E</b>
Appalachian State University	27	35	3.63	3.66	3.33	3.71	3.50	3.57	3.30	3.54
Campbell University	5	5	4.00	3.80	3.40	3.80	4.00	3.60	3.60	3.60
East Carolina University	26	31	3.85	3.81	3.27	3.74	3.65	3.58	3.50	3.58
Fayetteville State University	9	12	3.33	3.55	3.56	3.25	3.44	3.42	3.56	3.50
Gardner-Webb University	61	43	3.74	3.69	3.41	3.56	3.67	3.60	3.56	3.56
High Point University	4	4	*	*	*	*	*	*	*	*
NC A&T State University	≈ 19	≈ 18	2.68	3.22	2.37	3.44	2.78	3.41	2.63	3.44
NC Central University	9	3	3.78	*	3.44	*	3.56	*	3.44	*
NC State University	36	27	3.72	3.81	3.44	3.78	3.65	3.56	3.53	3.62
UNC-Chapel Hill	15	11	4.00	3.91	3.20	3.91	3.73	3.91	3.47	3.91
UNC-Charlotte	35	18	3.11	3.50	3.14	3.61	3.24	3.44	3.26	3.44
UNC-Greensboro	17	13	3.71	3.85	3.47	3.62	3.69	3.54	3.76	3.85
UNC-Pembroke	7	7	4.00	3.83	3.43	3.71	4.00	3.71	3.86	3.43
UNC-Wilmington	≈ 17	≈ 17	3.59	3.47	3.24	3.59	3.65	3.35	3.47	3.35
Western Carolina University	14	11	3.50	3.82	3.29	3.73	3.57	3.73	3.21	3.64
<b>** Grand Totals</b>	<b>301</b>	<b>256</b>								
<b>State Averages</b>			<b>3.59</b>	<b>3.68</b>	<b>3.29</b>	<b>3.65</b>	<b>3.55</b>	<b>3.57</b>	<b>3.43</b>	<b>3.57</b>

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

\*\* Contains only the number of surveys received this year.

≈ Last year, less than five survey responses were received. They are included with this year's responses.



## REWARDS AND SANCTIONS

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### School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

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## **SURVEYS OF SCHOOL ADMINISTRATION PROGRAM COMPLETERS AND EMPLOYERS**

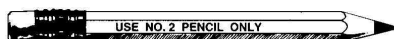
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ID NUMBER				SPECIAL CODES									
				A	B	C	D	E	F	G	H	I	J
XXXXXX				X	X	X	X	X	X	X	X	X	X
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

## School Administration Program Graduate Survey

← In the "ID Number" block to the left,  
← use the enclosed list of college and  
← university ID numbers to fill in the four-digit  
code for the college or university from  
which you graduated.

### GENERAL PURPOSE DATA SHEET II form no. 70921



	Lowest rating (D)					(C)					(B)					Highest rating (A)				
	D					C					B					A				
1. I am satisfied with the quality of my MSA graduate program. →	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
2. I am satisfied with my preparation to use technology to support the instructional program. →	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
3. I am satisfied with my preparation in instructional leadership. →	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
4. I am satisfied with my preparation to assist teachers in meeting the needs of diverse learners. →	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
*****																				
5. I am (indicate A, B, C, or D on this line): →	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
A) a North Carolina public school principal or assistant principal.	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
B) a North Carolina private school principal or assistant principal.	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
C) a principal outside the State of North Carolina.	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
D) not currently a principal.	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E

#### QUESTIONS 1-4

Please use the following scale to answer questions 1-4:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

#### QUESTION 5

Please indicate your employment status.

ID NUMBER				SPECIAL CODES										
				A	B	C	D	E	F	G	H	I	J	
				X	X	X	X	X	X	X	X	X	X	X
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

## School Administration Program Employer Survey

← In the "ID Number" block to the left,  
← use the enclosed list of college and  
← university ID numbers to fill in the four-digit  
code for the college or university from  
which they graduated.

### GENERAL PURPOSE DATA SHEET II form no. 70921



	Rating Scale				
	(A)	(B)	(C)	(D)	(E)
1. I am satisfied with the quality of the individual's school administration program. →	A	B	C	D	E
2. I am satisfied with the individual's preparation to use technology to support the instructional program. →	A	B	C	D	E
3. I am satisfied with the individual's preparation in instructional leadership. →	A	B	C	D	E
4. I am satisfied with the individual's preparation to assist teachers in meeting the needs of diverse learners. →	A	B	C	D	E
* * * * *					
5. He/She is (indicate A, B, C, or D on this line): →	A	B	C	D	E
A) a North Carolina public school principal or assistant principal.	A	B	C	D	E
B) a North Carolina private school principal or assistant principal.	A	B	C	D	E
C) a principal outside the State of North Carolina.	A	B	C	D	E
D) not currently a principal.	A	B	C	D	E

#### QUESTIONS 1-4

Please use the following scale to answer questions 1-4:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

#### QUESTION 5

Please indicate individual's employment status.